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CW Middle School

English 6 A

1. Grammar (10.00%)

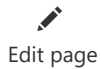
Learning Targets

1.1 I can use various parts of speech effectively in my own writing.

Learning Target	Descriptor	Definition
4	Proficient	I can use various parts of speech effectively in my own writing.
3	Developing	I can modify sentences that may be missing or incorrect using the correct part of speech.
2	Basic	I can categorize various parts of speech.
1	Minimal	I can identify the meaning of various parts of speech.
0	No Evidence	No evidence shown.

1.2 I can use verb tenses to show when something is happening in my writing.

Learning Target	Descriptor	Definition
4	Proficient	I can use verb tenses to show when something is happening in my writing.
3	Developing	I can modify verb tenses when provided incorrect use.
2	Basic	I can categorize verb tenses when provided in a sentence.
1	Minimal	I can identify the 3 basic verb tenses.
0	No Evidence	No evidence shown.



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English 6 A

2. Reading Workshop (40.00%)

Learning Targets

2.1 I can adequately explain figurative language in a given text.

Learning Target	Descriptor	Definition
4	Proficient	I can adequately explain figurative language in a given text.
3	Developing	I can select, categorize , and attempt to explain figurative language in a given text.
2	Basic	I can categorize various figures of speech.
1	Minimal	I can identify the meaning of various figures of speech (simile, hyperbole, and personification).
0	No Evidence	No evidence shown.

2.2 I can comprehend and evaluate my own text by sharing my own opinions or recommendations.

Learning Target	Descriptor	Definition
4	Proficient	I can comprehend and evaluate my own text by sharing my own opinions or recommendations.
3	Developing	I can comprehend and answer questions about my own text using a reading strategy (inferring, connecting, visualizing, questioning, synthesizing, etc.).
2	Basic	I can answer questions about my own text, but I am confused by some parts of the text.
1	Minimal	I can answer some right there questions about my text, but I have difficulty putting the events together.
0	No Evidence	No evidence shown.

2.3 I can analyze a text by including a logical inference, solid evidence and ample justification.

Learning Target	Descriptor	Definition
4	Proficient	I can analyze a text by including a logical inference, solid evidence and ample justification.
3	Developing	I can analyze a text by including an inference, some evidence, and an attempt at the justification.
2	Basic	I can attempt to make an inference from the text and provide some evidence.
1	Minimal	I can attempt to make an inference from the text or offer some evidence, but it is unclear if the evidence supports my inference.
0	No Evidence	No evidence shown.

3. Writing Workshop (40.00%)

Learning Targets



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English 6 A

3.1 I can write meaningful dialogue that includes several clues to help my reader draw conclusions about my character.

Learning Target	Descriptor	Definition
4	Proficient	I can write meaningful dialogue that includes several clues to help my reader draw conclusions about my character.
3	Developing	I can write dialogue to help my reader learn more about my character, but I need to add in more clues about my character.
2	Basic	I can write some dialogue in my writing, but I have not revealed anything about my character.
1	Minimal	I can attempt to write dialogue in my writing.
0	No Evidence	No evidence shown.

3.2 I can effectively organize and develop a personal narrative into a beginning, middle, and ending.

Learning Target	Descriptor	Definition
4	Proficient	I can effectively organize and develop a personal narrative into a beginning, middle, and ending.
3	Developing	I can organize and write a personal narrative, but I need to develop my events.
2	Basic	I can use my graphic organizer to write a rough draft of a personal narrative, but I am missing some parts of the plot.
1	Minimal	I can loosely organize a personal narrative using a graphic organizer into a beginning, middle, and ending.
0	No Evidence	No evidence shown.

3.3 I can use sensory language, figurative language, and other strong vocabulary in my descriptive writing to create a vivid image in my reader's mind.

Learning Target	Descriptor	Definition
4	Proficient	I can use sensory language, figurative language, and other strong vocabulary in my descriptive writing to create a vivid image in my reader's mind.
3	Developing	I can use sensory language, a few strong vocabulary words, and an example of figurative language to create a more vivid image in my reader's mind.
2	Basic	I can use some sensory language and attempt figurative language, but it does not create a complete image in my reader's mind.
1	Minimal	I can use a few examples of sensory language in my writing, but it does not create an image in my reader's mind.
0	No Evidence	No evidence shown.



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4. Word Work (10.00%)

Learning Targets

4.1 I can apply a spelling strategy to new words and/or use the correct homophone in the context of my own sentence.

Learning Target	Descriptor	Definition
4	Proficient	I can apply a spelling strategy to new words and/or use the correct homophone in the context of my own sentence.
3	Developing	I can spell the correct word given in a sentence verbally.
2	Basic	I can select the correct spelling of a word in the context of a written sentence.
1	Minimal	I can select the meaning of an affix and/or select the strategy for a word sort.
0	No Evidence	No evidence shown.

4.2 I can use a strategy to make a logical prediction of a word and use it correctly in a sentence.

Learning Target	Descriptor	Definition
4	Proficient	I can use a strategy to make a logical prediction of a word and use it correctly in a sentence.
3	Developing	I can use a strategy (context, word part, or background knowledge) to make a prediction of a word and attempt to use it in a sentence.
2	Basic	I can use a strategy (context, word part, or background knowledge) to accurately predict a word.
1	Minimal	I can attempt to make a prediction of a word, but I have not used a strategy to make the prediction.
0	No Evidence	No evidence shown.

Submitted on 7/26/2022 by